

ABSOLUTELY

POUNDMAKER

FREE

Newspaper of the students of the University of Alberta, Edmonton

Sept 13 1972



HUB, the only student housing complex of its kind in North America, is nearly complete, but delays in its construction have caused inconvenience for students. Stories on page 6.

GSA recommends boycott of Students' Union fees

The Students' Union may end up \$20,000 short of graduate student fees this year unless a dispute between the Students' Union and the Graduate Students' Association is resolved.

The dispute has resulted in a recommendation to graduate students from the GSA that they refuse to pay the \$10 Students' Union fee paid in other years.

As a result, GSA no longer occupies its office in the Students' Union Building.

In past years, the Students' Union fee for graduate students has been \$10, \$6 going to amortize the mortgage on SUB, and \$4 which helped pay for services such as The Gateway, student radio, etc. As well, a nominal \$1 per year was paid by GSA for office space in SUB.

GSA contends that this agreement was to be renewed annually, subject to conditions in the unsigned minutes of a Board of Governors executive committee meeting held in March, 1969:

"that as of 1969-70 graduate students be given the option of (a) paying \$20 for membership in the Students' Union, or (b) paying \$10 for 'building and activities' privileges only in the Students' Union Building.

Last year GSA president J. Hoddinott attempted to come to an alternate financ-

ial arrangement with students' council after it was learned that many of the services then available to students were to be cut.

Letters were sent to students' council, stating that the \$4 fee for services would be withheld but that payment of the \$6 portion would be left open for discussion.

Several letters from GSA went to students' council, but GSA secretary Peter Flynn says no replies were received. Students' council maintains it did reply.

At the end of March, the Students' Union budget was ratified -- a budget which drastically cut the operating finances of CKSR and photo directorate and dissolved the art gallery.

In May, GSA went to students' council to protest the cuts to student services, but was told no changes in the budget could be made. However, the student council was willing to give GSA office space in SUB for \$100 a month if graduate students would continue to pay the \$6 SUB amortization fee.

That offer was rejected and in June GSA announced it would recommend that its members withhold the entire \$10 fee, since GSA maintains the \$6 per student it has paid over the years on the mortgage has given it an equity of approximately \$120,000 in the building, yet it is being given no say in how the building space is used.

In a letter to graduate students, SU president Ger-

continued on page 5

EDITORIAL

A Free and Democratic Student Press

Poundmaker is an attempt by some students at this university to produce a newspaper/magazine which is financed entirely by advertising and is independent of any vested interests.

Poundmaker is staffed by former members of The Gateway. As some of you may remember, a dispute over the appointment of a new Gateway editor last spring caused the entire staff of that newspaper to leave.

The dispute centered around the appointment of an editor who had never been a member of The Gateway staff, who did not receive any votes in an election held by the staff for the position of editor, and whose beliefs concerning the operation of a newspaper were diametrically opposed to those held by the staff.

These beliefs center around the concept that as an organization staffed by volunteers, The Gateway's policy and direction should be determined by the staff after free and open debate. The editor appointed by students' council maintained that the editor is the creator of a newspaper's policy.

While the former Gateway staff would not work for an editor imposed on them by students' council, they still wanted to write. Over this past summer there was much talk, but little action, concerning organizing an independent student newspaper, which became financially feasible after The Gateway, at the request of its former staff, was expelled from Canadian University

Press and from Youthstream Network, the national advertising co-operative affiliated with CUP. With The Gateway out of CUP and Youthstream, another University of Alberta student newspaper could apply for membership and the estimated \$10,000 yearly advertising revenue. Poundmaker now has both.

But the end of summer arrived and the organizing of another newspaper appeared to have fallen through. So some of the old staff approached the new Gateway editor in an attempt to see if she would agree to consider their concept of staff democracy in exchange for their help with The Gateway. She refused them.

And Poundmaker was born.

Unlike The Gateway, it costs the students nothing. All we ask is that it be read, and that interested students come over and talk with us, and perhaps help put out a real student newspaper.

If you are interested in maintaining a free and democratic student newspaper on this campus (and meeting a lot of burnt out old hippies and alcoholic revolutionaries) come and join us, just a block off campus at:

11011 88th Avenue (side door)
or phone 439-7624

We also have a well stocked refrigerator.

Buses return to campus

Buses are once again stopping in the heart of the university campus, on 89th Avenue just east of the Students' Union Building.

The buses had moved to stops on 87th Avenue due to safety hazards and scheduling difficulties caused by undisciplined pedestrian and vehicular traffic.

It is imperative that members of the university community refrain from getting in the way of the buses. If we don't cooperate, ETS will move the stops back to 87th Avenue.

Presently, the S6, R1, R2 and U2 stop on 89th Avenue. Shelters will be erected on the south side of the avenue across from the Administration Building.

SHORT SHORTS

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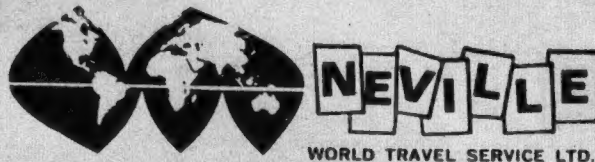
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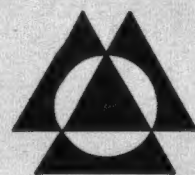
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ENVIRONMENT CONSERVATION AUTHORITY NOTICE

OF PUBLIC HEARING ON THE ENVIRONMENTAL EFFECTS OF SULFUR EXTRACTION GAS PLANTS IN ALBERTA

Notice is hereby given that the Environment Conservation Authority will conduct Public Hearings on the Environmental Effects of Sulfur Extraction Gas Plants in Alberta at the following times and places:

- | | | | |
|------------------|--------------------|-------------------|--------------------------|
| 1. Pincher Creek | Court House | Oct. 2, 1972 | 2:00 P.M. |
| 2. Red Deer | Capri Motor Hotel | Oct. 5, 1972 | 2:00 P.M. |
| 3. Whitecourt | Legion Hall | Oct. 11, 1972 | 2:00 P.M. |
| 4. Calgary | Jubilee Auditorium | Oct. 16, 1972 | 10:00 A.M. |
| 5. Edmonton | Auditorium | 9912 - 107 Street | Oct. 19, 1972 10:00 A.M. |

These hearings are being held at the request of the Honourable William J. Yurko, Minister of the Environment, with the objective of providing public participation in an enquiry into the Environmental Effects of Sulfur Extraction Gas Plants and a review of the legislation pertaining to these operations in the Province.

For the purpose of the hearings, environmental effects will include all effects on materials and on living processes, including beneficial effects, of all development and manifestations leading to the production of the gas, its treatment, and the transportation and consumption of its products.

All aspects of sulfur extraction operations are of relevance including well drilling, pipeline corrosion and leaks, plant locations and in-plant health and hazard phenomena as affected by sulfur bearing materials.

In the interest of obtaining as wide a range of viewpoints as possible, the Environment Conservation Authority invites all individuals, groups, and companies interested in the problem to make submissions.

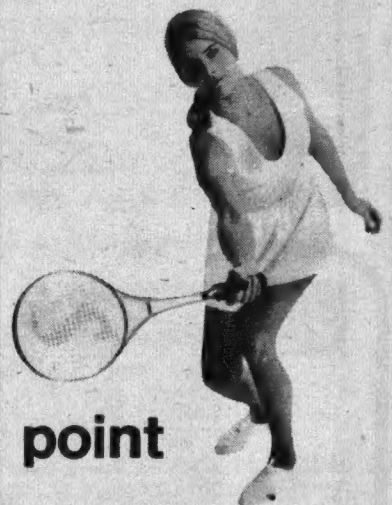
To facilitate the preparation of briefs and provide a basis for public discussion, a situation report on the problem, a short prospectus for the public hearings and a terms of reference statement are available on request to:

THE ENVIRONMENT CONSERVATION AUTHORITY
9912 - 107 Street Edmonton, Alberta Phone 423-2247

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Student radio changing format, expanding facilities

by RICK GRANT

The Students' Union Radio Station, CKSR, is altering its format from purely musical programs to a production orientation similar to the style of commercial AM stations.

CKSR's acting director, Jim Austin, feels the move to a more commercial attitude will result in a greater listener interest, and participation. Presently, CKSR is heard in the university residences, SUB, and a few other locations on campus, but later this fall, CKSR will be broadcasting to several thousand subscribers of QCTV cable television and hopefully through Capitol Cable TV on the FM band.

To meet the demands of cable broadcasting and the changing program policy, the staff is in the process of rewiring and altering the control-rooms, rearranging offices, and streamlining the library. In addition, the staff is building facilities which will be capable of handling professional recording contracts. Austin says this will enable the radio station to bring in extra money and produce a wider variety of productions than was possible last year.

To change from an AM station to FM, CKSR must first have approval from the Canadian Radio and Television Commission (CRTC) which will meet in Edmonton on October 3 and make a decision. To go FM however, CKSR will need more money from Student Council for equipment purchases. To this end, CKSR is accepting paid advertisements from some advertisers in order to offset present expenses which total 7240 dollars a year. Of this amount,

3600 dollars is for salaries of the director and the engineer, 2000 for capital expenditures, and the remainder for general operating expenses.

CKSR is a student-run organisation, formed in 1945 after the Radio Club moved downtown to become CKUA. Membership is open to all student union members

on a volunteer basis. Anyone willing to work is welcome, and although Austin intends to cut back on the number of announcers from 45 last year to twenty this year, the station requires more staff than it has at present. Positions available range from announcing to floor sweeping, frequently both.

The most popular job is, of

course, announcing; everybody wants to be a radio personality. Unfortunately, it takes talent to be able to project in an effective manner through a microphone. Although the staff of CKSR can teach the mechanics of announcing to just about everybody, it still takes an undefinable something to make an announcer, somebody who not only can use his voice to advantage, but has the ability to think quickly and correct mistakes both in the copy and the mechanics of the control board in seconds.

Many former announcers and staff members have gone from CKSR straight into commercial radio with excellent results. In fact several radio stations in Edmonton consider CKSR an excellent training ground for anyone thinking of a career in radio.

A few years ago, CKSR talked council into giving them seventy thousand dollars, the amount re-

quired to go into FM Stereo broadcasting, under the then viable SUB Expansion scheme. SUB Expansion has long since been shelved and the radio station has had to look elsewhere for revenue. Last year, the former council under President Don MacKenzie, cut the CKSR budget to 2240 dollars from the required 8000 dollars that former director Dick McLeish had budgeted for. Twenty two hundred dollars would not have allowed the radio station to exist, let alone function. Fortunately, the new council agreed to increase the budget to its present level.

CKSR commenced broadcast on Monday from 7 PM to Midnight. Starting October 2, the station will start its regular 18 hour a day programming. Anyone interested in working for CKSR and learning something about radio production can drop into the offices on the second floor of SUB, or phone 432-5745.



POUNDMAKER PHOTOGRAPHER RON STEWART CAUGHT THIS PICTURE OF FORMER DIRECTOR DICK McLEISH IN ONE OF CKSR'S CONTROL ROOMS. McLEISH IS NOW WORKING WITH CFRN. INTERIM DIRECTOR IS NOW JIM AUSTIN.

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Student files opened to private research group

Students' private files have been opened to a university research group by the executive committee of general faculties council.

The GFC meeting held on August 9 approved the motion by Vice President Academic Patrick Delaney that the research group to investigate teaching and the office of institutional planning be granted the privilege but that "no further requests be entertained."

The group held an experiment during 1971-72 involving ten instructors teaching eight courses, who offered their students the pass-fail option. The students completed more than 350 questionnaires with evaluations of the experiment. The investigating group felt that an effective analysis of the data could only be achieved if additional information on the students' background from the registrars office was provided.

The information the group will receive from the registrar concerns the age of the students, sex, marital status, faculty,

program specialization, registration, home town, matriculation average, course selections, and grades for the 1971-72 academic year.

The investigating committee have assured GFC that the information will be kept confidential and no one would be identified by the final report. The information will be used solely for statistical purposes.

Prior to June 1971 all student files were confidential, but in June the general faculties council approved a motion to allow confidential material to be used in special circumstances.

The council decided that any student who objects to the release of information contained in his file can notify the registrar, giving a specific objection, and the registrar will have to advise the student on any action taken.

GFC also decided that only academic files can be released for research purposes, providing the anonymity of the individual is retained, but disciplinary records will not.

GSA- cont. from p.1

ald Riskin claims no equity is, in fact, available. "We have," said the letter, "no equity to give graduate students at this time, but we will have when the mortgage is fully paid."

Mr. Flynn claims the decision to withhold fees was recognized by the Board of Governors. Mr. Riskin said the Board of Governors "refused to recognize the GSA's withholding of fees. They would not, and will not even consider permitting it."

John Nicol, assistant to president Max Wyman and a member of the Board of Governors, claimed the issue had never come to the board for formal resolution. "The board could not have condoned the withholding of fees by GSA," he said, "but the matter was never brought to us."

Following the announcement of GSA's intentions, the Students' Union presented the group with an ultimatum, according to Mr. Flynn. He said GSA was

given the option of paying the \$100 per month rent, or leaving the building. GSA chose the latter and has moved into Campus Towers.

In July, students' council attempted to reach an amicable agreement with GSA. A letter from Mr. Riskin to 1972 GSA president Mahomed Ali Adam stated:

"Notwithstanding your motion to sever financial relations with us, and not withstanding the fact that the tenancy agreement with you has been terminated, we would like you to have Room 271 as your office in...SUB. It is in a prime location, and is rather large. In addition, would you please indicate to Miss Beth Kuhne (vice president - services) the color of the curtains you would like to put up over the windows for convenience and privacy."

The Students' Union offered this space to GSA for \$50 a year, explaining that "all organizations are paying \$25 per year for their

continued on page seven

Ont. students may boycott tuition fees

TORONTO (CUP) -- A referendum will be held October 10-12 on all campuses belonging to the Ontario Federation of Students (OFS) to decide if students want a second term fee boycott.

The action, decided at a July OFS meeting, is part of an intensive educational campaign to protest increased tuition fees and decreased student awards grants.

The provincial government announced the increases of up to \$600 in March and faced immediate opposition. More than 1000 students demonstrated at the provincial legislature shortly after the announcement and 800 Ottawa students descended on Toronto in early April to protest the increase.

Undergraduate tuition fees increased \$100, graduate fees \$395, and teachers' college fees \$600. At the same time the loan portion of the student award program increased by \$200.

As a result of several OFS meetings in June and July, five demands were made of the provincial government:

1. The grant portion of the student awards return to its original level, \$200 more than its present level.
2. Part-time students have access to the student awards program;
3. The age of independence (which is a determining factor in student loans) be lowered from 25;
4. Fee increase be deferred; and
5. Full public and formal consultation before changes in fees, student awards program, etc.

The third demand was partially met by education minister George Kerr following a meeting with OFS representatives. He agreed to reduce the age of independence from 25 to 24, making up to 2000 persons eligible for more student financial assistance. In past years, students had to be married or 25 before family financial resources were not counted in determining eligibility for aid.

Another \$500,000 may now be given out this year in provincial grants and federally-back-

ed bank loans to post-secondary students. This will also cover the weekly miscellaneous allowance increase from \$8 to \$9. OFS representatives had asked for an increase of \$1.80 to \$9.80. The federal government has also suggested the \$9.80 level.

OFS representatives and supporters are now organizing students around the issue. Forty thousand pamphlets urging students withhold second-term fee installments are being distributed to be used in pre-registration mailings and at registration. Carleton University in Ottawa, for example, will have students at the registration lines informing others of the OFS stand and asking them to support it. This would leave open the option of a January fee boycott.

During the fall, OFS organizers hope to negotiate with the government for a return to original fee levels and a \$200 decrease in the loan portion of a student award before a student is eligible for a grant.

According to the OFS pamphlet "at stake is the integrity of the University Community and government responsibility and honesty... This is only the first step. We must act and act now, before another fee increase and another tightening of the financial noose."

"The decision to spend increasingly massive sums of money in previous years was a political one," the pamphlet tells students. "The government must now have the courage to meet the consequences head on. It cannot be allowed to transfer either the responsibility or the cost to the University Community."

The pamphlet also deplores the hypocritical talk of accessibility to higher education in Ontario. "We have been told that there is as much money available for students as there always has been," it says. "One could easily end up with a \$5000 debt now compared with \$2500 debt over four years under the old regulations, it adds."

The OFS represents ten of Ontario's fourteen universities, and Ryerson Polytechnical Institute.

HERE WE GO AGAIN



STUDENTS' UNION
UNION DES ETUDIANTS

UNIVERSITY OF ALBERTA, EDMONTON T6G 2J7

(403)

August 3, 1972
#E-440

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I would sincerely appreciate your contacting me as soon as possible if you have parking spaces to rent.

I may be contacted at 432-4236 during offices hours (if I'm not in, leave a message), and in the evenings at 482-1295.

I hope by arranging for a parking place early I can save both you and myself some trouble in September. Your anticipated cooperation is greatly appreciated.

Sincerely yours,

Gerald A. Riskin
Gerald A. Riskin

GAR:jjc:215

The above was sent to all homes in North Garneau. It was written by the President of the Students' Union. It was typed by a Students' Union secretary. It was duplicated by Students' Union equipment. It was written on Students' Union letterhead. It was stamped by the Students' Union postage meter. Guess who paid for it.

POUNDMAKER AD RATES

The following will be local advertising rates for Poundmaker's 1972 - 73 publishing year:

Once only -- 20¢ per line (\$2.80 per col. in.)

Contracts for:

1000 lines	--	19¢ per line
2000 lines	--	18¢ per line
3000 lines	--	17¢ per line
4000 lines	--	16¢ per line
5000 lines	--	15¢ per line (\$2.10 per col. in.)

Poundmaker will publish weekly on Wednesday mornings during the university year. We will have a circulation of 15,000 on the university of Alberta campus.

Special rates are in effect for student clubs and organizations.

STUDENTS' UNION



I.D. # 694292, a graduate student in psychology, talks to an unidentified student in front of SUB, probably advising her on investments in car dealerships and apartment buildings.

POUNDMAKER

is a publication of the HARVEY G. THOMGIRT PUBLISHING SOCIETY, an independent University of Alberta students' society. Unsigned opinion published herein reflects the opinion of the Society and no-one else.

Poundmaker has a circulation of 15,000 and appears weekly. It is distributed free of charge to University of Alberta students. Advertising rates and publishing schedule are available on request. Poundmaker and the Harvey G. Thomgirt Publishing Society maintain offices at 11011 88 Ave., Edmonton, Alberta. Phone number is 439-7624.

Well, here we are again back for another year to strike terror into the hearts of student politicians and university bureaucrats alike. We don't have all our luxurious surroundings, though, as those incompetent student opportunists have forced us into a dingy basement (we have become truly underground). We have our own refrigerator, though, something the Students' Union never provided us with no matter how much we asked. The involved in this historic occasion, the first issue of Poundmaker, were: Jim (businessman) Selby, Ron (the farmer) Yakimchuk, Dennis (columnist cum news writer) Windrim, Cheryl (the talker) Croucher, Bob (the amateur typewriter repairman) Beal, Rick (assistant amateur typewriter repairman) Grant, Beth (the spy) Nilsen, Ron (the competent) Stewart, Norm (the IBM repairman specializing in undoing the work of incompetents) Scheetz, Michele (broken knee) Quesnel, Ross (magic christian) Harvey, Winston (radical) Gereluk, Stu (the novelist who didn't show up) Layfield, Dave (the immortal) Bird, Dawn (artist) Kunesky, Harry (pissed-off) Poont, Dave (writer cum photog) Krysko, Joanna (organizer) Miazga, Howard (Nugget) Hariton, several cats and the people who live upstairs and, of course, yours truly, myself, Harvey G. (for finally I've become God Almighty himself -- the legal publisher of this paper and those fools at the Students' Union can't steal my glory anymore) Thomgirt.

HANDBOOK

Something Original

by Rick Grant

"Whatsoever things are true, That's the quote on the front of the new Students' Handbook and it is indicative of the content."

In previous years the new student, fresh out of a blissfully ignorant high school life, has been reassured in university by a formal looking missal called a handbook.

All too often, this strange book has taken the form of a rather dreary reprint of the calendar, some brave irrelevant Students' Union releases, and a dull list of women's basketball teams and thirty three classifications of ping pong leagues. Nowhere have the previous handbooks made any attempt to tell the neophyte what he is in for.

What attempts at humor the previous editors have made seem to have been lifted from 1955 Playboys.

Photographs, when they have been clear enough to be recognized, all reflected the "bustling industry of a great campus" or took the form of "meet your hard working, altruistic students' council member."

In previous years students probably picked up their handbooks at the beginning of the year and immediately got the feeling they had registered at the wrong campus. There always seemed to be that kind of unreality about the handbook.

Well this year is different. Somehow our myopic students' council managed to appoint the wrong person to edit the handbook and the result was something truly original. The person in charge of the mastery of non-objectivity is ID # 694292, or,

as he is sometimes called, John Mason.

Rumor has it he escaped into the wilds of northern Canada for a few months and came back to deliver the printer the final copy etched on a mummified GFC member (who was probably still alive).

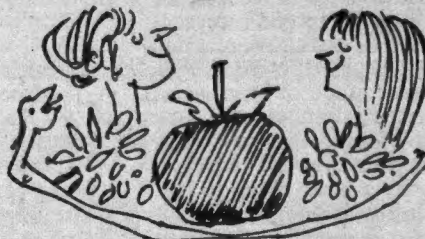
The final version is one long sarcastic laugh after another and so seriously are the irrelevancies written that you find yourself going through the thirty three classifications of ping pong teams hoping the editor is still putting you on.

By far one of the finest articles is a pseudo psychological experiment called "The

Effects of Negative Reinforcement on Maze Learning on Chronic Dead People Over Time." It probably refers to the same GFC members.

The photographs are excellent. If Mason ever wants to earn some extra money he could publish a poster sized version of the one which shows University President Max Wyman at the cashier's wicket at the race track and a quote superimposed across the bottom, "... the university may have to consider additional methods of fund raising."

Generally it is the duty of the students' newspaper to come out with a virile damnation of the handbook for wasting the students money. Mason anticipates this in the introduction. He assures that the handbook hasn't cost the reader a cent because they managed to sell enough advertising. Therefore I can't come out with the old line "Why don't they give the money to the Indians?", all I can say, is, get your hands on this year's handbook and read it because you just might learn something.



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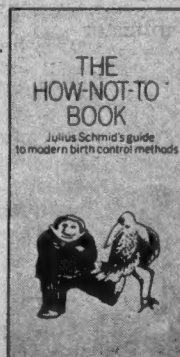
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YS-272



Student housing shortage

results in

HUB

HUB, the Students' Union Housing Project, is nearing completion after four years of planning and construction.

The \$6 million structure on 112 Street running north of 89 Ave. is the Housing Commission's answer to the lack of student housing. HUB offers accommodation for 1000 students in 450 suites.

The severe shortage of reasonably priced accommodation meeting proper health standards prompted the Housing Commission, chaired by Jim Humphries, to conduct several studies in 1967 and 1968, searching for a solution to the problem.

A brief submitted to the government in January, 1970, stated:

"This deficit in available accommodation has evinced itself in several ways. For instance, the expropriation and demolition of homes in the North Garneau area which removed about 700 ideally located rental spaces has resulted in overcrowding in the remaining houses and a noticeable jump in rental rates. A tour of accommodations in nearby areas offered to students revealed many cases where students were occupying overcrowded, dimly-lit rooms almost carved out of dark basements with inadequate heating, bathroom, and kitchen facilities and possessing the very area of firetraps. It is doubtful indeed if many we saw meet accepted health standards.

"Significantly, rental rates for these accommodations are not correspondingly low but in fact are comparable to the rates expected for the project we offer here.

"In one questionnaire on the subject, heating, lighting, and washroom facilities were the features most frequently complained of in off-campus housing. Since all of these have an important bearing on health and well being, low standards for them cannot be accepted.

"High rental rates and low standards of accommodation are universally accepted as criteria of high demand situations where an inadequate supply of accommodation exists. Another accepted criterion for this situation is that of travel time spent daily between accommodations and campus. In the academic year 1967-68 over 2000 students from out-of-town were forced to locate beyond a one mile radius, as the crow flies, from campus and thus were forced to add considerable travel expenses and lost time to the cost of their education."

The basis of the Housing Commission's decision to promote the HUB concept was also stated in the brief:

"In the light of the above the Students' Union Housing Commission in the development of this proposal cited economy as a major priority and to this end took advantage of the happy coincidence that the apartment-type accommodation preferred by two thirds of the students enabled great savings to be made. These savings do not arise through the use of barely adequate materials for which a high maintenance cost would be paid but instead arise because of much lowered space requirements when compared to more conventional dormitory accom-

modations. In addition no expensive underutilized dining hall is required and further savings are achieved by the use of relatively low-rise construction and, considering the generally good health and strength of young people for whom the building is designed, by the elimination of elevators. Other substantial savings are made by the use of simplified structural elements and materials. The building as proposed complies with all applicable fire, health and building codes to CMHC standards.

"The resulting cost per bed will make this proposed facility the most economical residence in Canada in terms of cost performance."

The University Board of Governors liked the proposal but was not prepared to finance it.

However, negotiations with the provincial government guaranteed a loan to Students' Union who put up \$250,000.

This figure was matched by the University. By the time Students' Union has paid back the mortgage on \$6,350,000 over 35 years at 9% interest, it will have cost \$16 million.

The building contract was awarded to Poole Construction last August. The sod was turned September, 1971, with 75 percent occupancy scheduled for September, 1972. However, construction is at least three weeks behind because of labor shortages, costing Students' Union another \$500,000.

Diamond and Myers, the Toronto based long range planning consultants for the University of Alberta, in association with their Edmonton representative R. L. Wilkin were selected to design HUB. Because a complete range of services will be provided, tunnels will connect HUB and other university buildings so that the individual need never be exposed to the outside environment. The complex becomes in effect a "domed city".

The four storey structure with apartments and shops fronting onto the pedestrian mall, was conceived with the European arcades in mind. A 50 foot high clear plastic skylight keeps the sunshine in but the weather out. Potted trees will attempt to compensate for the greenery lost to the bulldozer.

Lounges, bandshells, boutiques, restaurants, and various services such as a day care centre, a bank, and a laundromat occupy the second storey mall. Liquor licences may be granted to the restaurants and perhaps an ALCB outlet will be allowed.

The first level contains 228 single units, the second level 100 two-men units, and the third and fourth levels the 112 four-man units. These will rent for \$90, \$150, and \$240 respectively. It is possible for 1 or 2 more people to live in the units, but at a rent increase of \$20 per extra person. This charge is to cover additional wear and tear.

The mall is located on the second level so that service vehicles can travel on the first.

The units are carpeted throughout and colorfully painted, although too colorful for some. Venetian-blinds for the

front rooms and curtains for the bedrooms will be provided.

Skan Furn received a \$250,000 contract for the Swedish modern furniture that tenants can rent for \$11 per month. This includes beds, desks, bookcases, tables, and chairs.

Meter parking is provided along 112 Street but no other parking is available for HUB residents.

As HUB is being run like an apartment, a tenants' association is being formed to deal with rules, regulations, and any problems. Soundproofing is relatively good, so noise should not present too many difficulties. However, at least one person has expressed concern over the possibility of water bombs and such being chucked out the windows onto the mall below.

Feelings towards HUB are

mixed. It has been described as fantastic, tremendous, exciting, and unique by Students' Council, the Housing Commission, the HUB management and the planners. It has also been described as "two cracker boxes stuck together that don't even fit", an airplane hanger, and a varied assortment of unprintables by students and irate tenants whose apartments are not ready.

Darryl Ness, General Manager of the Students' Union, says HUB is a "viable sort of operation for Students' Union to be involved in." Inquiries from universities all over the world indicate the interest in this particular type of residence.

The next two or three years will make or break HUB, states Rob Spraggins, Students' Union Vice-President. Financial difficulties may arise during

the summer, as the complex is run on a full year basis. The units must be 95 percent occupied during the winter and 90 percent in the summer, to break even. Rents must remain competitive with the commercial apartments to attract the necessary tenants. No profit for the Students' Union is expected the first two years as revenue will be used for repairs and to pay off the mortgage.

HUB is the first students owned and managed apartment-commercial complex of its kind in North America. Many are anxious to see how it will turn out.

Should HUB be a runaway success, one can expect bulldozers everywhere destroying more homes and parks in the name of capsule living.



GSA - Continued from page four.
office. In addition, most offices are being shared by two organizations. Because we feel that you would like exclusive use of office 271 we will ask you for \$50 for the year."

The GSA turned down this offer and says it may remain in Campus Towers until the end of the year. "But," said a spokesman, "the Students' Union will probably find itself about \$20,000 short in graduate student fees."

On Sept. 8, the Students' Union office issued a news release stating that Mr. Riskin was uncertain whether the GSA is legally constituted. "The Universities Act calls for an Order in Council to incorporate the Graduate Students' Association," the statement said, "and there is no such record of any Order in council." In an earlier letter to GSA, Mr. Riskin had stated that "we fully recognize the status of the Graduate Students' Association under the Universi-

ties Act and will do nothing to undermine it."

Mr. Adam, commenting on the SU's latest move, said that for the time being the GSA had no interest in becoming incorporated and that Mr. Riskin "should do less talking and more reading."

No action is being taken by the Board of Governors at present. Mr. Nicol said "this same series of events happened three years ago, and it was left to the two groups to work things out. Perhaps this can be repeated."

Should the GSA and the Students' Union fail to come to an agreement, both sides would be expected to file briefs on their separate positions with university president Max Wyman, who will obtain the advice of the university's solicitor on the courses of action legally open to the Board of Governors

by Dennis Windrim

NAT'L SU ?

OTTAWA (CUP) -- Canadian student council representatives will meet in early November to attempt to initiate a new national student union, following several country wide meetings during the summer.

But it appears major support for the new organization comes from western Canada, with little interest in Ontario and almost none in the Maritime provinces.

The new organization would either replace or resurrect the now-defunct Canadian Union of Students (CUS) which died in 1969, amid charges that it had adopted too radical a political stance.

A preliminary meeting at the University of Windsor in May set the ball rolling, with the formation of a national steering committee, mandated to solicit proposals for the new union and write a draft constitution.

Delegates from Ontario's larger universities doubted the feasibility of establishing a national organization, and said they preferred to consolidate and improve the fledgling Ontario Federation of Students (OFS), which was formed last spring.

Few Maritime representatives attended the Windsor conference, while the main protagonists for a national union were delegates from Simon Fraser University, the University of Saskatchewan (Regina campus), the University of Manitoba, and the host University of Windsor.

At a conference of prairie student councils in Regina last July, representatives from eight universities and technical institutes agreed that a national students' union is the best vehicle for tackling problems facing students. Only the U of S (Saskatoon campus) was opposed. Delegates passed a statement of principles listing priorities in forming a new union, although no delegation had the power to commit its students' union to definite plans.

The prairie schools indicated a regional association will be organized even if a national body is not established.

Meanwhile, plans for the November conference are well behind schedule.

Bruce Cameron, president of the Carleton University Students' Association and a member of the national steering committee for the new union, said the commit-

tee had hoped to have a preliminary draft of a constitution sent to member councils by now, but the person drafting the document at Simon Fraser was tied up working for the NDP in the recent B. C. election.

"By our original timetable we had hoped to have a draft constitution sent out, feedback returned and a new document produced, on which councils could then have mandated delegates to act on in November," he said (Sept. 4). "Now I don't know how successful this timetable is going to be."

Cameron noted "a certain amount of arrogance" among Ontario university student councilors toward the idea of a national organization.

"In Ontario there's a feeling that we've got to get OFS off the ground, and in dealing with the Wright report (the provincial government's report on post-secondary education) we find the national issues tied in anyway, and there's a certain amount of arrogance that we can do it ourselves," he said. "There's a feeling that national issues can be dealt with by Ontario as Ontario, and with only informal relations with other provinces."

Cameron added that the Maritime provinces were "very suspicious about anything happening west of the New Brunswick border."

"The problem with the Atlantic provinces is that the universities are now in a fairly conservative state and are suspicious of CUS and anything like it."

Cameron said the November conference will probably see an organization formed with representatives from most provinces.

Indications are that the conference will take place in Ottawa, but final plans have not been made. Steering committee members are chasing various sources of funding, including the federal government.

Originally students planned the conference in Toronto during the annual meeting of the Association of Universities and Colleges of Canada but apparently they now want the new union to be free of administration connections. Another factor in the move from Hogtown is a disastrous national conference on university financing held there in July.



Photo - Ron Stewart

MOIRA WILLIAMS AND SHELAGH O'NEILL ARE TWO OF THE MORE FORTUNATE HUB TENANTS IN THAT THEIR APARTMENT (\$70 A MONTH) IS NOW READY FOR OCCUPANCY (WELL ALMOST) . WE HOPE THAT THEY DON'T HAVE TO SLEEP ON TOP OF THAT CARPETING.

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GROWING CRISIS IN ALBERTA EDUCATION

The Worth Report

by Winston Gereluk and Douglas Mustard

In the style of the now defunct Social Credit Government, the Progressive Conservatives have forced the Alberta people to pay for another glossy, colourful and very expensive piece of propaganda literature. The 325 page Worth Commission Report, *A Choice of Futures*, packed with pictures and rhetoric, took almost three high-priced years to complete - only unlike *Land for Living* and other Socred publications, this one will cost a further five dollars to any taxpayer who wants to read it.

Academics have criticized the Report on many trivial and superficial points, and have given the impression that any literature which common people pick up with their hamburger meat cannot be worth much. But their criticisms only reveal the elitism and mystification that they depend on for their jobs. More importantly, their superficial criticisms have the negative effect of drawing people's attention away from the more glaring aspects of the Report. A more basic comment on the Report should expose the primary function which it fulfills; that it is an example of promotional literature.

THE GOVERNMENT'S PROBLEM

The Report was produced mainly because the Alberta government was faced with a crisis in education. Not only had Albertans begun to ask basic questions about the worth of the public school, they had even, in a few cases begun to deny the educational administrators some of the money they asked for; e.g., the defeated Wainwright school plebiscites.

The government's response to this problem was to do what all governments everywhere do when faced with unpleasant problems: they set up a Commission.

THE COMMISSION'S FUNCTIONS

It takes the heat off the schools and government.

Taking the heat off government by giving the people a place to harmlessly "let off steam" is the first function of such Commissions. In other words, the effect of asking Walter Worth to form a group to establish bases for the priority judgements of government with respect to the course of public education for the next decade, was to take the unpleasant schooling problem out of the lap of the government and plop it into the lap of the Commission. In this way, public concern was directed away from a threatened government institution (the educational system), and complaints were directed away from the government itself. Instead of taking out their anger on government and educational officials, people with "beefs" could present a brief to the Commission, "get it off their chest", and then become contented, passive and happy with the status quo because their views were being "considered" by a Commission which was "really going to do something" about the state of schooling in Alberta.

It creates a good image for government.

Creating a good image for government is an important function of such Commissions. Appointing the Commission and publicizing its activities not only saved the schools and government from a lot of criticism, it also had the effect of making people think that the government was concerned and interested in seriously considering the questions which Albertans had raised about the school system they pay for.

It defends the schools.

Part of the function of such Commissions often is to construct a good

defence for the very governmental institution under attack. The Worth Report, it seems, fulfills this function too: in its 325 pages it offers us essentially the message that education - and only education - is the cure for all of society's ills.

It promotes itself to get credibility

Finally, the above functions could not be accomplished unless the Commission itself were successfully advertised and "sold" to the public. If the Commission were well-publicized and believed in, then it would follow that people would believe in what it says about schools and schooling.

Furthermore, it had to justify the government's expenditure in its own hearings, banquets, travels, mass-media publicity, secretarial and consultants help, salaries, etc. The style of the Report itself does some of the job: bright, polite, colourful, psychedelic, and totally uncontroversial - it was proof that somehow the vast expenditure was worth it.

To do the rest of the selling job, it is only natural to find the Government of the province and the Commission engaged in a wide-spread publicity campaign involving all forms of "getting the message across".

The sad but realistic truth is that by setting up such Commissions, the party-in-power can force the taxpayer and voter into paying for the very campaign and literature that is meant to sway him.

HOW THE JOB IS DONE

The Report blames Albertans.

The Commission first tries to throw the responsibility for the schooling crisis into the laps of the people of Alberta. In order to do this, the Report refers repeatedly to a set of liberal myths. One of the central myths it tries to put across is that people in our society have a choice of futures - the Report is entitled "A Choice of Futures; A Future of Choices" - and tries to promote the liberal idea that each person can choose whatever he or she wants, and that if Albertans end up in a bad position, then it is their own fault:

Where do we go from here?

The answer to this question depends...

It depends on people.

What tomorrow holds depends on all of us - on what we foresee, on what we believe, and on what we do. And five or 10 or 20 years from today we will have only ourselves to praise or blame.

However, the mass of evidence supports what any working man knows: that the common people of Alberta really have not that much choice, because practically everything - and especially the school system - is structured for them. The continentalist structure of the Canadian economy, for instance, dictates that a lot of the most important vital decisions relating to the type of society we are going to live in are being made, and will continue to be made, in American Head Offices.

Likewise, the structures that have created widespread poverty, stifled the native people, segregated old people, crowded the population into large urban centres - they all didn't drop on Albertans out of the sky. They have been created by the political and economic conditions under which people in this province must live, and which according to the Commission Report itself, will not change.

The forecasts about economic

development and control, employment and economic values to 2005 assume a continuation of the forces that have generated current economic patterns and living standards.

In what sort of vacuum, then, does the Commission expect this "choice of futures" to be made?

In fact the Report contradicts its own myth that people can make free choices when it says the poor, for example, "are caught in a web of misfortune over which they have little or no control". Who, then, are the people with all the choices??

That the common people of Alberta have little say in the choice of future is shown, if nothing else, by the composition of the Worth Commission itself. This Commission was set up to recommend to the government, "the appropriate permanent structures and processes" for the entire educational system of Alberta, and to establish the bases for government decisions in education which will affect all Albertans.

But the common people of Alberta were not represented on the Commission: they did not get to "choose" what the Report recommends to the government. Note the background of the seven Commission members: their names - but not their backgrounds - are listed at the beginning of the Report.

Dr. Walter Worth - former Professor and administrator at the University of Alberta

Al Anderson - former Students' Council President at the University of Alberta.

Lorne Downey - top-ranking administrator with the Department of Education

Leonard Haney - long-time member and Chairman of the Lethbridge

School Board, on the Senate and the Board of Governors of Lethbridge University

Dr. Bernie Keeler - former High School principal, presently Secretary-Treasurer of the Alberta Teachers' Association

Dr. Henry Kolesar - Chairman of the Alberta Colleges Commission

Justice Michael O. Byrne - Justice of the Alberta Supreme Court

Dr. Sam Smith - former Professor at the University of Alberta, now President of Lethbridge University.

Did Justice O'Byrne, representative of the legal system which statistics show victimizes the Indians, represent them on the Commission? Or did one of the University Professors or Educational Administrators, who have probably never had to face a Canadian Indian on their campuses? Likewise, who on that Commission presumed to speak for women? or labour? or people on welfare? or youth? The Report expresses concern for minorities and people who are disadvantaged, but its membership excludes these very groups.

The point is simply that the liberalism, the social concern, expressed in the Report is with very little substance - and we are wrongheaded to go on naming, as our proof, the various minority groups that were excluded from deciding what the report would say. The fact is that the Report reflects the Utopian ramblings of a most elite minority in Alberta - who have been asked by the government to decide what sort of education everybody else is going to have. How can they, in the face of this, keep referring to Albertans having a choice of futures??

The Report itself offers more evidence that the people of Alberta do not have the free choice it implies they have. Note the manner in which it offers only two alternative futures:

We are rapidly approaching a point of critical choice in our movement, toward the person-centred society or the second-phase industrial society.

This quote reveals the false dilemma upon which the whole Report is based - between the Second-Stage Industrial Society (definitely bad), and the Person-Centred Society (definitely good). The goodness of the one and the badness of the other are brought out point-by-point in a colourful table. To accept the Person-Centred Society (and the Report makes it seem that we must) is to accept the Report, the Schools, and the sponsoring government. The reader is faced with an artificial choice between only two of many possible future societies, and the Report makes it clear which of the two should be the obvious choice.

But why does one have to accept either?

More than that, the Commission tries to put Albertans in the position of either agreeing with the aims and direction of the Report, or else being called "apathetic". How else is one to interpret their conclusion?

But it is the position of the people that really counts. Their degree of enthusiasm for what this Report has attempted to do will be a good measure of how far and how fast we can go. Enthusiasm is generally a virtue; apathy never is.

Thus by the end of the Report, the Commission has inverted the problem. The problem began with Albertans asking basic questions about the school system: at the end of the Report it is the government which is interested in doing something - and the "apathetic" people who threaten to hold it back.

The problem is the educational workers.

Public anger could only be diverted away from government and educational administrators if it were directed at something else. So the Report isolates

continued on page 10

And When The Liberal Admerican Couple

came up to Canada to share their excellence as human beings and cosmopolitanism and up-to-date awareness and deep sensitivity with the warm quiet uninteresting Canadians who'd never really been liberated never really set free personally and individually

in the way the whole U.S.A. has been set free by a revolution and freeing slaves

and dropping atom bombs on Hiroshima and Nagasaki and other guilt and frustration purging sensitivity encounters of that kind

the first thing they set out to do the cosmopolitan understanding aware universal

liberal admerican couple since the people up here hadn't developed as far as they've developed in Boston

and weren't as far advanced of course and California and Texas

was to begin a free school which is to say an open-ended personalized discovery

experience centre in opposition to the tyrannical repressive State System

because people up here didn't seem to know yet that the most important thing an individual can ever do is to develop personally his individuality

Excerpt from the poem by R. D. Mathews

EDUCATION SHOWN BY TWO REPORTS

The Moir Report

The Report of the Committee to investigate the extent of non-Canadian influence in Alberta higher education (the Moir Report) is quite different from the Worth Report - the other major educational report released this summer.

The Moir Report looks like the essay of a serious academic rather than a brochure of an advertising firm. It is typed by ordinary typewriter on cheap plain white paper rather than printed in neat-looking computerized paragraphs on glossy expensive paper like the Worth Report. It has no pictures, and makes no use of colour or other attention-getting devices. It is less than half the length of the Worth Report. The Government is not distributing the Moir Report like the Worth Report. To get a copy, you have to trek down to a little office of the Department of Education on the 4th floor of the Executive Building. You can't get it at the corner store - and not even at bookstores.

A first quick glance gives the impression the Worth Report is exciting and informative; it isn't. At first glance the Moir Report seems dull and uninteresting; that impression couldn't be more wrong. It is filled with potentially explosive information.

Of most importance is the concrete statistical information which reveals just how large the extent of non-Canadian influence in Alberta's higher education has become. Secondly, unlike the Worth Report, the Moir Report has taken the trouble to include a great many quotes from people who gave the Commission their views. These quotes reveal the attitudes of university presidents, department chairmen, professors and students toward the non-Canadian problem. These quotes and attitudes themselves are fascinating - and sometimes hard to believe.

Nevertheless, despite the thoroughness and sincerity with which the Commission members obviously tried to approach their job, they failed to completely come to grips with the full impact of non-Canadian influence in Alberta education.

THE COMMISSION'S JOB

The Moir Commission was appointed by the Alberta Minister of Education to study "the reason for the present distribution of non-Canadian personnel in the different sectors of Alberta post-secondary institutions", and to study "influence on Canadian content in programmes of study in Alberta post-secondary institutions", as well as to recommend ways of developing "a greater number of programmes of study having concern with, and application to, Canadian problems". The Commission was also told to study the relationship between the number of graduates being produced and the need for these graduates in "Alberta Post-secondary educational institutions, private industry, and government".

The Commission's investigation of non-Canadian influence was restricted almost solely to a matter of citizen ship: How many teachers were Canadian? And how many were non-Canadian? Other aspects of non-Canadian influence were ignored. There was little mention of the extent or impact of the use of non-Canadian text-books, and very little study of the proportion of Canadian courses and course content compared to non-Canadian courses and content.

The Universities Resisted

It quickly became apparent that the focus of the Commission's inquiry would

by Douglas Mustard

be on the universities in Alberta. The Report states "the Committee actively sought out other post-secondary institutions in Alberta such as NAIT, SAIT, and the various community colleges....It would be fair to say that these institutions appear to be purely Canadian, and that no further reference need be made to them". This statement, however, was made on the Committee's naive assumption that the only source of non-Canadian influence would be teachers, and they gave no information on course content or books used in these institutions.

In dealing with the universities, the Report says "it became apparent that the universities were the most sensitive area of the inquiry". For example, "In Lethbridge a portion of the academic staff and student body chose to attack the Committee and its members rather than to advance fact and argument on the subject matter of the hearing". Dr. Max Wyman, President of the University of Alberta "asserted that he would take no part in a witch-hunt against non-Canadians".

Universities generally claim to be dedicated to research, the pursuit of truth, and the providing of knowledge to the world and to the community they serve. They did not seem to be so dedicated to the research of the Moir Committee.

When the Moir Committee attempted to find out the citizenship of the faculty members at the three Alberta universities, the University of Alberta would not supply that information. It claimed that it "did not have the citizenship of its academic staff in its permanent staff records". (All applicants for academic

THE FINDINGS

High percentage of non-Canadians

Despite the resistance of the universities, the Committee obtained the citizenship information it required from other sources. The Report found that there is a very high percentage of non-Canadians occupying permanent teaching positions in the universities of Alberta: 40% of the academic staff at the University of Alberta (Edmonton) is non-Canadian; 43% of the staff at Lethbridge is non-Canadian; 55% of the staff at Calgary is non-Canadian.

The Report does not compare these figures either to other universities in Canada, or to the universities of other countries. But from their figures it is possible to calculate that the Alberta Departments compare very unfavorably with the national averages. For example, only 23% of the staff of the Philosophy Department at the University of Alberta are Canadians. Philosophy Departments across the country employ more than twice that proportion of Canadians, i.e., 55%.

Compared to universities in other countries, the Alberta universities and Canadian universities employ several times the percentages of non-citizens than do the universities of other countries.

The percentage of non-Canadians on staff also varies from department to department, from highs of 86.5% in the Anthropology/Sociology Department, and 77.3% in the Philosophy Department at Edmonton, to lows of 12.5% in the Department of Educational Administration and 18.4% in Physical Education.

Citizenship makes a difference

Perhaps the major contribution of the Committee's work to the question of non-Canadian influence in Canadian education is their finding that citizenship does make a difference to the way a

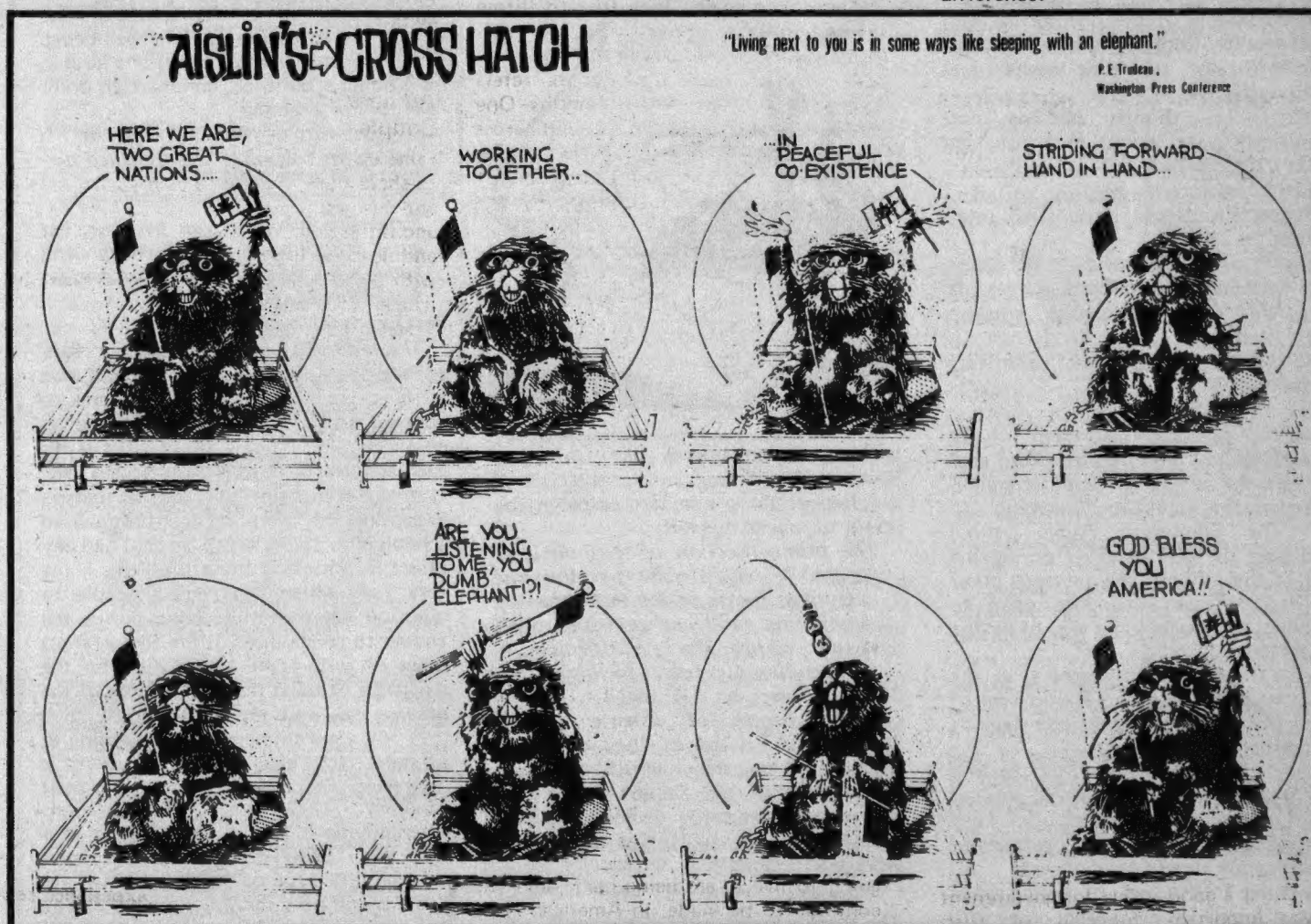
27 departments covered in the Committee's survey, did non-Canadians show the same or greater emphasis on Canadian phenomena.

The results were objected to by 5 of the 27 departments. The Department of Psychology at Edmonton objected to the survey's reliance on the judgements of Alberta students in assessing Canadian content of the courses and citizenship of the instructors. (The Department is composed of 76% non-Canadian staff, and has the third-largest non-Canadian staff ratio in the University.)

The head of the Political Science department at Edmonton voiced a similar comment about the ability of Canadian students to assess the work in his Department. (The students had found great differences in emphasis on Canadian phenomena between Canadian and non-Canadian staff in his Department, in favour of the Canadian staff.) The Report says "One might conclude from the statistics, he thought, that Canadians know too little about foreign government, with the result that comparisons and contrasts between Canadian and foreign governments are lost for the student". He found "nothing either surprising or disturbing" in the differences.

But the Committee conclusively defends the accuracy of its survey and the judgements of the students: "The Committee is reassured...by its findings that the students' judgements agreed by and large with the judgements of the departments themselves in their submissions to us".

And it concludes "one can be confident that in 99 cases out of 100 the differences between the sample of Canadian instructors and the sample of non-Canadian instructors cannot be validly attributed to chance". The study conclusively proves that teachers who are Canadian give greater emphasis on Canadian phenomena in their classrooms. Citizenship of teachers does make a difference.



positions at the University of Alberta submit documents to the University which indicate their country of birth and country of education.)

Furthermore, "the Committee was advised that a number of members of the academic community would not answer a questionnaire as to their citizenship...". The University's motto states that it is dedicated to finding out "whatever is true". The motto does not apply to doing research on the University itself, it seems.

course is taught to Albertan students. For the first time, a scientific survey was conducted to settle this question, and "Canadians were found to exceed non-Canadians in their emphasis on Canadian phenomena in every discipline considered as a whole, for all institutions". The difference was found to be greatest in departments of History and Political Science, particularly at the Edmonton Campus. The differences were also very large in the Department of Sociology at Edmonton. In only 3 of the

THE NON-FINDINGS

The Committee discovered there was a high percentage of non-Canadians teaching Albertan university students. It found out that it makes a difference whether an instructor is a Canadian or not. These are two important findings which many university-types had previously disputed. But the Committee continued on page 11

Do Albertans have a choice about the

continued from page 8

some scapegoats to take the blame. Noting the background of most of the members of the Commission, it should come as no surprise that they isolate working personnel as the problem -- labour is the black beast that must be chastened.

At precisely the point in history when teachers and other working personnel are losing their jobs as a result of administrators' decisions, the Worth Report comes up with one of the finest anti-labour manifestos of this decade, pointing out in a series of backhanded stabs that it is the teaching personnel whom the public should blame. Consider the intent of the following quotes:

To change schooling is to change teachers.

A wasteful and destructive aspect of the present system for schooling is that set of expectations with which each teacher in basic and higher education begins a new term.

...often the gown of academic freedom served as a cloak to cover procrastination or unilateral rejection of needed change in the learning transaction.

The rest of the Report is full of similar examples, making the point that it is teachers and other non-administrative personnel who are the problem. Not the government! Not the school structure! Not management-administrators! No, according to the Report, labour is the group the public should blame.

Not content with trying to blame teachers, the Report also swipes at parents and students:

The prevailing notion that students learn only what the teacher teaches is quite ridiculous: unfortunately, this notion seems to be shared by nearly all parents, most students and too many teachers. Whatever a student learns, he learns on his own -- no one else can learn it for him.

In other places the Report continues with this downgrading of the position of the teacher-worker, implying that we cannot be "scientifically" sure that teachers are useful or effective:

Intuitively, though perhaps not empirically, we know that teachers make a difference...

To further weaken the position of labour the Report advocates the use of volunteer labour in the schools:

Some custodial and supervisory activities might be undertaken by adult volunteers or part-time student employees...

And it argues for the use of volunteers as follows:

...another persuasive argument for the use of volunteers is the significant cost savings that are likely to be obtained.

Remember the volunteer "scabbing" to which the Edmonton Public School Board gave its tacit approval during the strike of the schools' maintenance men? The Report leaves the door open to permanent "scabbing" as a way of paying workers less.

If the fault is with teachers, as the Report suggests, there are drastic ways of getting rid of them; the Report suggests the abolition of job security.

To avoid giving incompetent teachers lifetime exposure to learners, and to encourage all teachers to keep themselves up to date, permanent certification should be abolished.

There is also another way of getting rid of teachers: introduce more technology into the schools. According to the Report, the salvation of the education system will be in the growing educational technology industry. Time and again the Report devotes large passages to promoting the idea that the large-scale introduction of technological learning aids into school is not only inevitable, but also desirable. And to complete its anti-teacher campaign, the Report takes a swipe at teacher professionalism:

Without strong external intervention...professionalism will

hinder especially any widespread introduction of technology that is intended to make the process of education less labour-intensive.

Even the teaching staff at the University does not escape criticism.

The role of teaching, particularly at the higher education levels, has become tantamount to a private business of learned discourse and credential bestowment. Professors and instructors have come to regard themselves as independent professionals responsible solely to their guilds rather than to the institutions that pay their salaries and provide their reason for existence. The concept of teaching as a public service is disappearing.

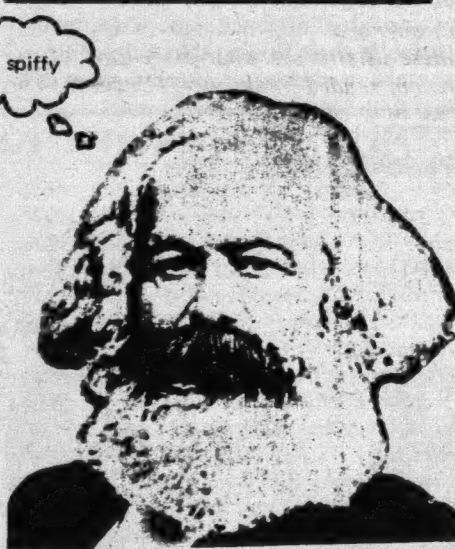
Furthermore, they are criticized for their demands that decision-making structures at the University be democratized.

...we appear to be nearing the end of a period of preeminent staff power. During the time when there was a short supply of staff, and a large supply of students, staff members consolidated their influence...in the 1966 revision of the Universities Act which granted general faculties councils responsibility for academic affairs. As a result of an expansive definition of 'academic', general faculties council responsibilities soon included everything that really mattered -- even parking.

But, assures ex-administrator Worth:

It is not hard to predict that the governance of higher education will become less staff-dominated over the next decade or two.

If anyone should be listened to, the Report says, it should be "particularly business and industry". These groups are



represented on boards like University Boards of Governors and on their behalf the Report takes one last swipe at the power of university staff:

The prime function of the boards of governors ought to be planning the long-range future of the institution by establishing goals and priorities. Staff alone often have difficulty in transcending themselves in this matter.

But nowhere, in this scheme, do the common people of Alberta get to "choose the future" of their dominant social structures, the universities. It's as if the framers of the Report forget that they exist. How many ordinary working citizens are on university Boards of Governors? None!!

The Report praises administrators.

With all the teaching and maintenance segments of educational personnel being criticized and downgraded, are there any heroes in education? Yes, says the Report and not surprisingly the hard-working unsung heroes in education are the educational administrators.

The gallant, though high-priced, administrators are to be revered for their contributions to education. Rather than being attacked, they should be sympathized with. In any case, their

worth is beyond question, and it is "unenlightened followers" who are responsible for their misery.

Until very recently there has never been any shortage of aspirants for administrative positions. Traditionally that is where the action, status, and money has been. Now there is more action and less status than money can compensate for. A retreat from leadership appears to have begun among presidents and superintendents, deans and principals. And we are experiencing considerable difficulty in securing replacements. This condition threatens to continue until the roles of administrators are more clearly defined, different leadership skills are developed, and enlightened followership prevails.

If any further proof were needed that the Report was written strictly from the administrative management point of view, just consider who is the "we" in both the above quote and the following quote:

...the knowledge worker [teachers] in our institutions for schooling tend to have different job expectations from those of the manual, extractive or production worker...And yet we really know less than we should about how to organize these knowledge workers, or how to evaluate their contributions and provide them with suitable rewards -- either psychic or real.

The Report "sells" schooling.

A major function of this Commission is restoring the public's faith in the publicly-supported school system that people were beginning to question. And to do this, the Worth Report employed two common promotions techniques -- repetition, and exaggeration.

The Report simply tells the public over and over again that not only are schools worthwhile, but also that they should be expanded. If the people think that they are already paying too much, it is only because they don't fully appreciate the schools' contribution to their well-being. The Report never substantiates its faith in its product -- but then, commercials don't have to. For example:

The structure or framework of our system for schooling was designed by people to serve people.

Expensive schooling can be poor, but good schooling is seldom cheap. And good schooling is what all Albertans need more of.

Just like that!

The report attempts to suggest that expanded education (schooling) will solve all of society's ills. The schools' area of concern must be expanded to include the abolition of many of our social ills such as poverty, drug usage, old age, etc. It does not mention the fact that massive expansion of state-run institutionalized schooling in this century has not had any effect in removing these problems -- the very fact which has caused people to question whether more education is the answer to social ills. But the Report must come up with some explanation for the existence of these ills, and it gives us the answer "We need more education".

As a government agency seeking to promote the idea that government is interested in doing something about poverty, old age, discrimination, unemployment, etc., it must sell the idea that these problems can be eliminated through the type of legislation that the Socreds and now the P.C.s are capable of producing (e.g. setting up more educational structures). It does not want people to get the idea that these ills are a direct part of our profit-oriented capitalist society, because governments can't do anything about that.

Finally, by arguing that the public education system is crucial to the abolition of social ills, the Report creates its own weapon to use against the critics of the schools. By saying that more schooling is the cure for social ills, it makes it seem like those who are against increased expenditures on the school

system must be in favour of retaining these social ills.

TECHNIQUES OF PROMOTION USED BY THE COMMISSION

So far we've discussed what the Report does. Now let's look at how it accomplishes those things. Let's look at only two of the many techniques used to promote the above ideas.

It follows advertising rules.

Most importantly, the Report follows exactly the standards and guidelines that make for success in the advertising industry. Consider the following main rule of advertising:

1. STATE THE NAME OF THE PRODUCT OVER AND OVER AGAIN.

By repetition, the Report establishes in the mind of the reader that schools are necessary, that their role should be expanded, that government is interested in solving problems for the good of the people, that the expensive Worth Commission was justified, and so on, and so on, and so on.

2. ASSOCIATE THE PRODUCT WITH PLEASANT IMAGES IN THE MIND OF THE READER

While psychedelic pictures, colourful charts, and interesting graphics don't add any information, i.e. don't depict anything relevant to the Report's recommendations, they do perform the function of providing pleasing visual effects.

This is why most of the Report's pictures of people suggest young mods or cute, happy kids. Potentially 'ugly' topics like poverty, Indian's problems, and old age, are "toned down" with pictures of people who are contented and well taken care of -- as well as by use of words carefully chosen not to sound harsh, depressing, or awful.

3. SAY LITTLE OR NOTHING IN THE PROCESS OF PROMOTING THE PRODUCT.

People who compose good cigarette commercials dare not say anything, as practically any point could be disagreed with, arouse controversy, etc. So by skillfully manipulating pictures and rhetoric, they say nothing in a way which appears to say a lot. The Worth Report does exactly that. Consider the following typical example:

If we are to achieve the six general goals set out previously, each level or phase of our educational system must perform a different yet interrelated function. These differences in function arise from the interaction of a number of factors including variation in the needs, aspirations and maturity of the students, and diverse societal expectations and resource bases. This differentiation or specialization is complementary to the concept of comprehensiveness. For in our educational system comprehensiveness is required to attain a high degree of equity, and in the same sense differentiation is necessary for improved quality;

It uses suspicious logic

Earlier, we showed that the Report presents Albertans with only two alternatives for the future -- a "Second-Stage Industrial" society, or a "Person-Centred" society -- and that this false dilemma attempts to limit Albertan's choices to two, when many other alternatives future societies might be possible. So many other mistakes of logic are committed throughout the whole report, that one could say its success in influencing the public will depend greatly on whether these logical mistakes are noticed by its readers.

POUNDMAKER, PAGE TEN

future of their foreign-dominated schools?

For example, it commits a mistake when its introduction compares a choice of futures with a choice of TV programs: *This Report represents a choice of futures in the same way that a television schedule represents a choice of features; that is, the final choice belongs to the reader.*

But remember that the TV viewer is given a choice of only two or three programs, all carefully chosen beforehand by somebody else; in that way the analogy between TV and the schooling system holds true. But it is possible to switch the TV off; it is not possible to turn off the system which the Walter Worths have created;

It commits another kind of mistake when it consistently wavers between discussing "education" and "schooling" as if they are the same thing. But the very question which Albertans were asking was whether institutionalized "schooling" was the best way to relevant and useful education.

It also commits another kind of logical mistake when it uses words which are so vague or confusing that different people will understand different things from the same words. For example:

It might be said that the existence of this report creates the opportunity for Albertans to make their stand on excellence known so that we may move toward quality on the basis of consent, consensus and compromise.

Of course everyone is in favour of 'excellence', the crunch comes in deciding whose definition of these words is going to be implemented in the school system. Contrary to the myth the Report tries to promote, it is not going to be the corner grocer or the labourer who decide

As a final example of the logical mistakes and confusion, consider how the Report explains the position of the poor:

The sickening truth about poverty is that the poor are poor because of remedial disadvantages. They are caught in a web of misfortune over which they have little or no control. Today's poor exist largely because of inferior education, few marketable skills, lack of information about job opportunities, inability to move to know job opportunities, inadequate work habits and deteriorating physical or mental health stemming from economic deprivation.

It is not surprising that in trying to say little about poverty the Commission should have produced a circular argument. That is, the poor are poor because of certain conditions. But the reason they have these conditions is because they are poor. Only the Report has managed to slip a "plug" for the educational system into this circle.

THE COMMISSION HAS DONE ITS JOB WELL

The Worth Commission has done its job well. It did a massive promotion of the school system and of government. Its effect will be to soften up the public for any drastic moves in education which the government might decide to make at the taxpayer's expense. It isn't just a technical report for the purpose of guiding government. If it were, it wouldn't have all those colourful psychedelic pictures, and it wouldn't have gone on this massive publicity campaign.

Since the Commission has done such a good job for the government, we might watch for them to reward Commission members for their services. But despite all the liberal rhetoric, don't expect the government to appoint a common-man board and pay them \$445,000 to review education. It's not the common people who determine the future of education - or anything else for that matter.

And it doesn't take many years of schooling to know that.

Ed. Note: Since this article was written, it has come to our attention that Dr. Worth has been appointed Deputy Minister of Advanced Education by the Conservative Government.

continued from page 9

still only scratched the surface of the problem of non-Canadian influence. It didn't even recognize what the problem was and why the Committee had been set up.

The Problem is Americans

Throughout the whole Report, the Commission talks as if it had never heard of the fears expressed by Canadians about the growing American domination of Canada. It talks as if it had never heard of the Americanization of our resource industries, our manufacturing industries, our farming industry, our book-publishing industry. It talks as if it had never heard that the reason for the Commission being established was concern over the Americanization of our education system, the industry which - at one time or another - gets to affect all Canadians.

It talks as if it had never considered the threat which an enormously rich and powerful nation poses - consciously or not - to a neighbouring country with less than one-tenth its population. Throughout the Report the Commission consistently ignores the political, social and economic realities which make the United States the appropriate focus of concern of any study of foreign influence. Canadians are not worried about domination of their educational system by Thailand; they are worried about inundation from the United States.

But the Commission instead pretends that the problem is one which is to be studied as if the world were made up of a group of equally-powerful countries, each exerting equal influence on the others. It talks of "the impelling urgency requiring men to know with sympathy one another's countries, cultures, systems and to exchange their social and scientific ideas". It even goes so far as to emphasize that "Canada must remember her obligation to students from developing countries" and that the universities and the government "should not forget their international responsibilities". It completely ignores the question whether Canada has the responsibility and obligation of opening its educational doors to the influx from the "poor developing" United States of America.

The Report talks as if foreign influence in Canadian education is shared equally



by such countries as Thailand, the United States, Belgium, the United Kingdom, the Congo, Vietnam, and France. But everyone knows that the Congo, or even France, does not exert anything like the influence of the United States.

Everyone except the Commission, it seems.

In its statistics on non-Canadians, it does not even bother to show what percentage of the "non-Canadians" come from the United States. Yet in one brief insight it does somewhat lamely admit that "undoubtedly there is bound to be American influence in the sharing of culture where twenty-two million Canadians and two hundred and twenty-two million Americans share a continent..."

The Commission's inquiry and Report misses the boat in a number of other ways as well. By restricting itself to counting the numbers of Canadian and

non-Canadian citizens, it ignored many other ways that influence can be exerted.

Foreign educational material

Firstly, it barely considers the educational influence of books and other materials like educational films etc. The Report does not say what percentage of the books, films etc. used in Alberta classrooms are non-Canadian. Everyone suspects the percentage is huge, but not everyone has the money to find out, nor is everyone appointed by a government to find out. The Moir Commission was, but did not do its job as thoroughly as it might have.

The most that it can bring itself to say is "suggestions were made that there is a shortage of Canadian material in some



fields and an inability to get good Canadian works published". But it completely backs away from this problem and its responsibility - given to it by the government - to determine the extent of the problem. It says "Not enough evidence was provided to enable the Committee to make a conclusion" on these suggestions. Why not? Textbook lists are provided for university courses. What would have been the result if the Commission had thoroughly researched these lists to see what percentage of the recommended books were Canadian? The rest of us can only guess.

Foreign education of citizens

Secondly, the Commission barely considers the educational influence which is exerted when (e.g.) the United States trains a lot of Canadian citizens who then return to teach in Canada what they have been taught in the U.S.

It says that "a great many Canadian students decided to study at a foreign university, generally in the United States, Britain or France. But again it treats the influence of even these three countries as equal, when in fact it is not. Many more Canadians receive American education."

Neither does the Commission seem to recognize that if education influences a person - and if it didn't there would be no reason for maintaining expensive education systems - then the source and type of that education-influence should be considered.

If 100% of Alberta's university teachers had been Canadian citizens, but all of them had been trained in American universities, would the Commission then have said that there was no American influence in Alberta's education?

The Commission appears to believe that all countries exert equal influence, and they seem to believe that obtaining education in a foreign country has no influence on a Canadian citizen. (A belief which is totally incompatible with the belief on which all school systems are built: - that education influences a person.)

With these beliefs, it is no wonder that the Commission did not even mention that their own statistics show that there are more people teaching in Alberta universities with American degrees than with Canadian degrees. 40% of the staff of Alberta universities have American degrees; only 36% have Canadian degrees.

Canadian course content

Thirdly, the Commission barely scratched the surface of the problem of

Canadian course content in post-secondary education. It restricts itself entirely to considering whether Canadian content is totally ignored. It seems to be very proud when it can point to a course here and there with Canadian content, or when it can point to some Canadian books being used, or when it can say that some Canadian research work is being done. It constantly wants to reassure us that Canadian content "is not being ignored".

But the point is not whether Canadian content is being ignored in Canadian universities - one should certainly expect that it is not. The point is how much emphasis is placed on Canadian content; what proportion of the courses are Canadian; what percentage of the books used are Canadian.

Just how bad the Canadian content situation has become is shown by the fact that we are expected to be happy if we find out that Canadian content is not being totally ignored in our own universities.

It is no use telling us that "two senior courses are devoted to Canadian literature" or that "six courses are primarily concerned with Canadian phenomena", if we don't know what proportion this is of the total courses offered.

It is no use telling us that the recommended book lists of certain departments have 5 Canadian books if we don't know how many books are on the list. It is no use telling us that "at least six members of the faculty are doing research on Canadian phenomena" if we don't know how many faculty members there are altogether.

Does the Commission think it is sufficient to assure us that Canadian content "is not being ignored" in Canadian universities? Surely it should instead tell us whether sufficient emphasis is being placed on Canadian phenomena.

But the Commission backs away from this responsibility too. It says that it was "not qualified to recommend what amount of Canadian content should be included in any course or in any group of courses in any given discipline", and instead states that "it is the responsibility of curriculum committees, department heads, and deans to make certain that Canadian content is not ignored".

In fact, the Commission seems to have relied solely on the Canadian-content information supplied to it by the university department, without checking the accuracy of that information. The Commission, that is, has relied on the statements of people and departments who are non-Canadian as to the "Canadian content" of their courses. For example, it says "The Political Science Department at Calgary told the Committee that it enthusiastically devoted its attention to Canadian phenomena". The Department is 71% non-Canadian.

THE RECOMMENDATIONS

The major impact of the Committee's recommendations is to leave things operating just as they have been. The Commission admits that "It has been found that without controls Americans would influence Canadians excessively in banking, broadcasting and publication". But, it says "We believe that Canadian [educational] institutions are able to maintain their essential Canadian characteristics in spite of the great influx of non-Canadians". And it rejects the idea of any controls on non-Canadian influence in education.

It believes, despite the evidence of the other institutions it mentions, that in the educational institution the problem of American influence will somehow go away. It believes that the university personnel, who have allowed the universities in Alberta to get to the state they are in, should be allowed to continue without any controls being put on them.

The source of these two beliefs must lie outside the realm of Canadian political, economic, social and educational experiences.

HOT COTTAGE

Cottage reaches plateau: time for a breather

Hot Cottage has gone through a lot of changes since they first got together last year.

Their local following, slow to grow at first, has mushroomed into a legion of faithful fans. Their music has matured into a solid blend of rock and blues played with the virtuosity of many long hours of work.

And finally, it looks like the band is going to achieve the recognition it so richly deserves. Their single ("Joe Chicago" with Shakey Horton and "Tom") has just been released and the album they recorded with Shakey when he was in town last week will be released probably within two and a half months. Concert tours will undoubtedly be in the offing.

But the changes involved have left the group in a state of hassled disarray. So they are going to take the next couple of months off; time to sort out and regroup; time to think things over and chart a new course.

It is unlikely that Steve Boddington, lead guitar, will be back with the group. Steve wants to concentrate more on studio recording and take a quieter approach to the music. We're going to miss him because talent and skill like his is hard to come by.

But the group will return, and when it does it will probably be bouncier, beefier and better than ever.

It's going to be a long two months without Hot Cottage. But they'll be back.

Cottage rock'n blue

Captain Fly comes on strong

The U. of A. Ice Arena was the scene last Saturday night of one of the finest local talent concerts I have ever seen in my whole music-lovin' life.

A double header bandstand of Captain Fly and Hot Cottage kept the one thousand or so folks in attendance rocking and rolling for four hours to the sound of everything from slow blues to funky boogie to hard rock.

Captain Fly was the first group to play, a comparatively new group on the Edmonton scene, but one that I am sure we will hear a lot more from. They combine a difficult blend of instrumental virtuosity (especially in the case of the lead guitar player who controlled completely the sounds that came from his instrument, shaping each one so that it fits perfectly into the unit of sound that the band concentrates on at all times), strong vocals (I don't know where their lead singer came from, but she's got more pent up

power in her voice than just about any other female vocalist I've ever heard in Edmonton) and good original material.

Unfortunately, the crowd did not warm up to the band (lack of familiarity?) until the very end of their set. But this band will be playing again, and, as people become used to them and their driving, almost psychedelic sound, their local following should become quite substantial.

And then came Hot Cottage. Hot Cottage!!

I don't know what Edmonton did to deserve a band like that, but whatever it is, we got more than we deserved.

Despite no less than three power failures during the course of their set, Cottage played magnificently. The band was obviously determined that this, their last show for a couple of months, would be a show to remember.

Lick followed Lick with virtuosity leaping from frenetic drumming to inexorable bass

lines to leaping driving piano trips to burning screaming lead guitar to throaty commanding vocals.

It was good to see lead guitarist Steve Boddington, in what may be his last appearance with the group, playing with all the electric splendour that he can conjure. Cause when that man plays up to his fantastic capacity, the result is nothing short of cathartic.

But the whole band was obviously into their material that night. "Levi's Waltz" flowed like a river. The blues numbers had more "soul" in them than I've seen come from John Hammond on his last couple of runs through town. And "Song for Michael" just drove on and on like some kind of electric tidal wave.

It was, quite simply a brilliant show, probably the best any of us will see for the next couple of months.

by Harry Foont

Cottage copes with 'arrogant' Horton

And he's good. "Now I want to play you somethin', comes from this side of me, from my heart. I want you all to be real quiet now during this one during this one, I'm doin' it for you."

Shakey Horton lays into his harp and for three minutes flesh, metal and wood are one. This organic interplay is only inevitable after you've been playing as long as Shakey has.

The fifty plus year old blues man played at Dinwoodie last Thursday night with Hot Cottage.

The crowd was fairly large, but not what it should have been at a buck fifty for the World's Greatest Harp Player.

"If you like this one, I want you to tell me about it. If you don't, you tell me that, too. Hit it, Grampa!" Toothless smile. Bass player Brian Koehli is understandably non-plussed.

Cottage opened up both sets with their usual brand of excellent rock'n roll. Of course, the usual PA trouble reassured everyone.

Harp smiling, harp crying, Shakey singing from "deep inside", exhorting Bob Derkash on piano to "play it right, or don't you play it at all", despite Bob's outstanding performance.

The fact that Big Walter was, shall we say, intoxicated for both sets, most noticeable in the second, may have accounted for his tendency to be unnecessarily arrogant towards the band members' valiant efforts, but it didn't impede his performance.

The crowd certainly enjoyed it, judging by its raucous applause, and Mr. Horton was definitely in his cups. So. An entertaining evening was enjoyed by all.



photo by Warton Gritz

By Pablo Murphy

POUNDMAKER, PAGE TWELVE

Horton and "grandpa" play the blues

Pete Seeger to play:

Folkies will come together

Where have all the folkies gone? What ever happened to Peter, Paul and Mary? Is Woody Guthrie really dead? I mean, really?

Perhaps in the world of commercially hip and endlessly urbane 1972 there's just no place left for the roots. And I don't mean black blues roots, I mean white roots. Folk music.

Maybe we've had our roots cut off by some insidious form of cultural lobotomy that we didn't even notice.

Anyway, we're all going to have a chance to find out, to shake the dust off that very special set of eardrums that we cultivated so carefully in the early sixties.

Ladies and gentlemen, Mr. Pete Seeger is coming to Ed-

monton. He'll be playing at the Jubilee Auditorium on the night of Thursday, October 5.

Actually, there's really no need for me to say any more. But if you'd like to read some more, how about this:

"I would place Pete Seeger in the first rank of American folk singers." Who said it? Carl Sandburg.

Now that, you must admit, is pretty heavy. But then Seeger has been singing his songs for a long, long time. Certainly since before most of us were born.

And he sings straight and simple. Right to the point. No fancy frills or bullshit artistic window dressing. And that alone would be disastrous for a lot of contemporary stars.

But Pete Seeger has this

uncanny ability to sing exactly what he believes as simply as possible and yet get the folks who are listening just as involved as any current superstar.

And his involvement isn't heavy and electric and draining. It's voluntary. Strictly voluntary.

Enjoy it if you want to, but if you don't that's cool.

Now that's the kind of roots we could use these days.

Oh yes, just a short word about his "politics". In his contract with the students' union

it is specified that his appearance must be made known to all the various local left-wing groups. And when you hear his songs on Vietnam, and the working folks, you'll understand why. Hell, you'll probably wind up agreeing.



Poundmaker gives autumn concert schedule

We of the Poundmaker arts section, knowing as we do what an important role music plays in the life of the counter culture, take pride and pleasure in presenting the following rundown of concerts scheduled for September and October in our fair city.

Although we don't have any dates for the September shows, we can tell you who should be

coming:

Bruce Cockburn will be playing in the Jubilee Auditorium; Shawn Phillips will be playing in Dinwoodie; and, the Doors will be coming to the Kinsmen Field House. Also slated for September are Fats Domino and John Mayall.

October 1 will find the Spiney Norman's Whoopie Band playing at the Can-Am in

Speedway Park as part of a rock show (also including the Privileged, in case you were interested) that is open to Can-Am ticket holders.

Also on October 1 and 2, Pepper Adams, a jazz artist, will be playing in Room At The Top.

October 5 will find Pete Seeger at the Jubilee Auditorium (see promo story elsewhere on

the arts pages).

The World's Greatest Jazz Band (shades of P. T. Barnum?) will be playing in the Jubilee on October 9. Tickets will cost \$3.50 to \$5.50.

The Kinsmen Field House will host Wishbone Ash on October 21 with tickets costing \$4.50 in advance and \$6.00 at the door.

Finally (are you ready for

this?) B. B. King will be playing at the Kinsmen Field House on November 25, same prices as the Wishbone Ash show.

Other possibilities for the next couple of months include Sonny Terry and Brownie McGee, Bob Seger and Alice Cooper. So have fun -- the winter concert season is upon us again! And remember: You read it first in Poundmaker.

FOONT SPEAKS

Hi, folks. Harry Foont here. Those of you who read last year's Gateway may remember me. I sort of cropped up every now and again on the arts pages whenever my mentor (who for some unknown reason constantly insisted on signing himself as "Your Friendly Arts Editor", a suitable appellation I suppose, but definitely egocentric if not downright condescending) had his back turned.

Anyway, over the summer the old goat got put away for trafficking in ideas calculated to tarnish the pristine reputation of our justly beloved Pee Em, so this is my show now.

But there's a problem -- a wrench in the works; a nigger in the woodpile; a chink in the soya sauce; a uke in the garbage can; a WASP in the dungheap.

I need staff. I need willing slaves over whom I can lord my petty whims and whom I can bend to my inexorable iron will. I need people who will slave for long hours for little or no reward save the lash of a rawhide whip and the sting of a bitingly sarcastic remark.

Actually that's not true. I'm really rather a weepy milktoast who has all these power fantasies. You can get away with murder on the arts staff. It's without doubt the most freewheeling section in the whole paper.

So if you have a yen to see your inspirations in print with a minimum of hassle, editing, etc. and if you are even vaguely interested in any area remotely touching upon the truly fine arts, come on over to our offices and sign up for the arts pages. As always (this is the bribe part) there's free beer to anyone who wants it except for the old fossil of a "Your Friendly Arts Editor". Jeez that guy pains my ass!

Heidelberg

Brewed from pure spring water.



And that's the truth!

Teachers may forsake professionalism for unionism to fight governments

YELLOWKNIFE (CUP) -- "Professionalism" may be out and "unionism" in with Canadian teachers if they gain power to "confront power" as suggested by Canadian Teachers Federation outgoing president Rod Fredericks.

Teachers must also learn to protect themselves from governmental action infringing on their rights Fredericks told the CTF annual convention. More than 150 delegates from 16 provincial and territorial organizations attended last week's meetings in Yellowknife.

New policies on working conditions, collective bargaining, income tax deductions and maximum pension rates showed the teacher's growing frustration and militancy. Collective bargaining resolutions set the tone for the others.

Solid support was received for a national policy stating "members of every provincial and territorial teacher organization shall have the right to full and free collective bargaining legislation." Local teachers organizations fighting for collective bargaining legislation should receive aid from the national organization the teachers also decided.

The CTF's national office in Ottawa received other instructions from the delegates. It was mandated to investigate and define minimum working conditions and to work towards standards for Canadian teachers.

Those standards are then to be developed for inclusion in collective agreements by the CTF's committee on economic status of teachers. National

economic research functions should also be a high priority for the committee, the delegates said in one of their resolutions.

The growing frustration and militancy evident at the convention reflect local struggles for bargaining power across the country. Three teachers organizations have had prolonged public fights with provincial governments this year.

In Nova Scotia, traditionally passive teachers held demonstrations, walkouts, work-to-rule campaigns and a strike vote in their fight with Finance and Education Minister Peter Nicholson over a five per cent wage increase ceiling. After three months of attempting to negotiate with Premier Gerry Regan's intransigent government, they gained a fifteen per cent increase

over eighteen months. However, five per cent of this was actually for extra days pay already due them.

In Quebec, teachers joined workers' unions in negotiating with the government on common demands. Their leaders went to jail with the CNTU and OFL leaders. Most teachers' ideas of their rights and governmental change altered following confrontations and getting nowhere with the old traditional methods of obtaining demands.

British Columbia teachers, getting out of their traditional classroom roles, vowed earlier this year to wage a campaign to dethrone Wacky Bennett and his Socreds. They want collective bargaining rights and a strong organization, which Bennett appears bent on destroying or preventing.

DAOUST... FOR THE ROUGH GOING!

In the course of a game, your skate is punished by sticks, skate blades and pucks. So you need a skate that can take it... a skate made by Daoust.

Daoust protection
The famous Daoust boot is made of high quality materials — like finest Kangaroo leather — chosen for strength and durability. Inter-lined with ballistic nylon mesh and lined with English kip leather provides all-round foot protection. The rigid box toe is guaranteed. And on top of all this... the Daoust

fit — the ultimate in skate comfort.

Daoust performance
Just as a player must perform under pressure, a skate must perform under punishment... and Daoust skates do just that. An example is the Daoust National 300 — illustrated above. Before this skate leaves the plant in Montréal, the blade is tested for strength and resistance on the Rockwell scale. It must register a reading of 58 to 60 — guaranteeing the DAOUST standards of excellence.

With over 75 years of experience, DAOUST has created an impressive line of skates — ranging from the superb National 300 to the rugged Junior Pro... the skate for the future superstar.

The DAOUST line also includes lady's skates. Of solid construction and elegant look, this model — the Ice Ballet — is a Daoust top seller.

The official skate of the National Hockey League Players Association.



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DURING
OR
AFTER**

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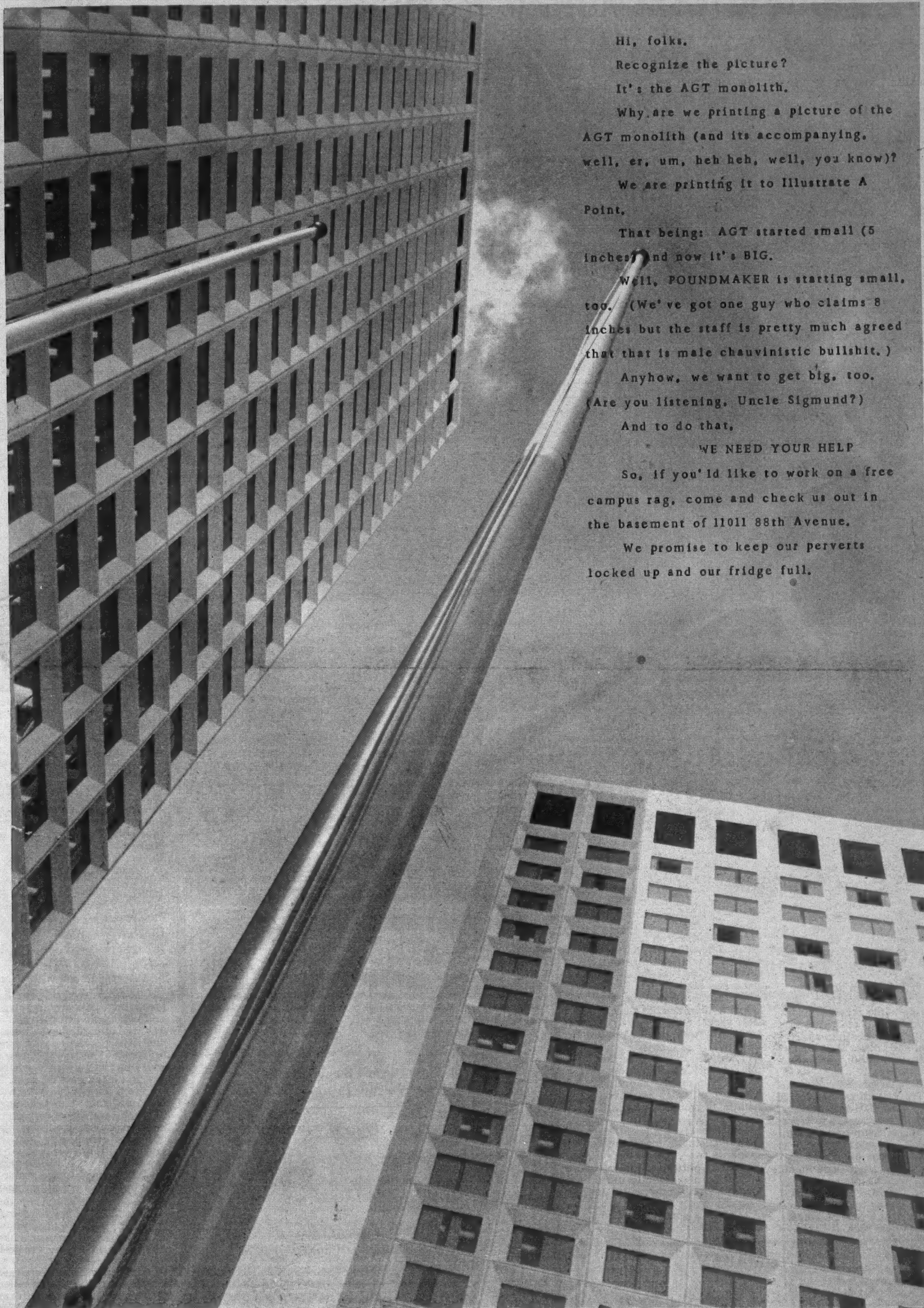
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Hi, folks.

Recognize the picture?

It's the AGT monolith.

Why are we printing a picture of the AGT monolith (and its accompanying, well, er, um, heh heh, well, you know)?

We are printing it to illustrate A Point.

That being: AGT started small (5 inches) and now it's BIG.

Well, POUNDMAKER is starting small, too. (We've got one guy who claims 8 inches but the staff is pretty much agreed that that is male chauvinistic bullshit.)

Anyhow, we want to get big, too. (Are you listening, Uncle Sigmund?)

And to do that,

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Student community in North Garneau will have to give way to university expansion

Garneau is a nice place to visit. It's an even nicer place to live.

The university-owned North Garneau district of Edmonton is considered by many students to be an ideal student environment.

This area, east of the university campus between 87 Avenue and Saskatchewan Drive and 110 and 111 Streets, was expropriated several years ago and the university now rents the houses to students at more than reasonable rates.

The North Garneau area boasts such things as trees and stately old homes. About 300 students reside in the area and have developed a fairly closely knit community.

As well as being a comfortable living environment for students, North Garneau is also the logical area for university expansion.

While many residents accept the eventuality that their houses will be torn down to make way for further university development, most still resent university encroachment.

Last spring the university, citing a critical parking shortage and the dilapidated condition of garages and back-lanes, proposed to tear down all garages in the area and use 15 feet on either side of the backlanes for parking. The residents attempted to pressure the university administrators to change their minds. They have apparently succeeded to some extent.

"The backyard parking issue was completely stopped," says Perren Lunenburg, vice-president of Campus Co-Operative Housing Association. "The University tore down some garages but they didn't use the space for parking." Campus Co-op is an association of students who



rent several of the North Garneau homes.

A petition containing signatures of about 82 per cent of the North Garneau residents stated "such proposals (as parking in the backlanes) would adversely af-

fect our physical and spiritual well being as well as despoil the aesthetic value of the community."

Subsequent to the petition, several meetings took place between representatives of the residents and university officials. The University apparently decided to at least postpone the parking proposal. They did, however, remove about a dozen garages which they considered to be in a serious stage of delapidation.

But the University allowed the residents to repair some garages which were slated for destruction. "The University was pretty fair about it," says Lunenburg. "They told us which garages they wanted demolished

and allowed us to repair some we thought were worth salvaging."

Since expropriation, the university has torn down many houses west of 110 st. in the North Garneau area and constructed the Law Building on 89 Ave. in their place. The University is presently constructing the Humanities Building, Fine Arts Building, and the Students' Union Housing Project in what used to be North Garneau between 88 Ave. and Sask. Drive and 111 and 112 Streets.

Original plans called for the remaining houses in the area between 110 and 111 Streets to be torn down by now. However, due to the drop in enrollment in recent years and the decrease in

the University's operating budget, these are not expected to be torn down for another five years.

The university does occasionally tear down North Garneau houses which they consider to be beyond repair.

Many North Garneau residents suspect the university's motives in proposing the parking scheme were other than a need for parking and cleanup of the area. "The proposal would net the university relatively few parking spaces and, since they are the landlords, they should have been fixing things up and not letting the neighborhood deteriorate," says Jim Tanner, a Garneau resident. But Lorne Leitch, the University Vice President of Finance and Administration, says "the reason we acquired them was to tear them down, not build them up."

Some residents also fear the area will be used for stadiums for the 1978 Commonwealth Games. The university administration

denies that there are any plans to use the area for this purpose.

Instead of the back-lanes proposal, the University, last summer hired many Garneau residents to work with the university grounds crew in cleaning up the area. "This was much preferable to the back-lanes proposal," says Lundberg. "It provided students with summer employment and preserved the area. We were hoping, though, that the University would give us a contract to build garbage stands." Some garbage stands are being built by a private company.

Lundberg says none of the residents hold out much hope for the area. "But if we had our way, we'd like to see it preserved as a residential area. For students it's absolutely essential."

Meanwhile, Campus Co-Op is looking to expansion to other parts of the city, perhaps the area south of North Garneau. As well, some Co-Op people are attempting to design a long-range plan, in conjunction with the Engineering faculty and the Sociology Department, for a cooperative satellite community for university people.

Council forces STOP

out of SUB office

A surprise move by the Students' Council has resulted in the removal of STOP (Save Tomorrow - Oppose Rblution) from its offices in the Students' Union Building. The order to vacate came after a council meeting in which the status of student clubs on campus was discussed.

STOP has been housed in SUB for the past two years. But according to the present student council, STOP is classed as a "charity" organization, and, as such, falls under the category of an associate club, rather than a full club.

Under the present system, office space is allocated only to clubs which fall under the "full club" category, and therefore, according to Gerald A. Riskin, President of the Students' Union, STOP fails to qualify for an office in SUB. "There are 150 clubs on campus," said Mr. Riskin, "and most of them are crying for office space. We feel that it would be unfair to allow a club such as STOP,

office space in SUB when there are so many legitimate demands and only seven available offices."

Karen Molgaard, a STOP worker, claims that a notice to vacate was sent by the Student Council on June 14, but was never received. When STOP was notified definitely of the fact that its rental agreement had terminated, an appeal of the executive decision was taken to the Student Council. This appeal failed, and STOP was given two weeks to vacate its office.

Mr. Riskin indicated that the Student Council was assisting STOP in the search for an alternate office. "We have nothing but the best relations with STOP," he added. "We recently received a letter from them thanking us for the office space we had given them." A spokesman from STOP denied that Students' Council offered any assistance in the search for new office space.

STOP is presently located at 9907-107 St.

POUNDMAKER
Staff Meeting
TOMORROW 4 p m

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